DOCUMENT RESUME

ED 362 484 SP 034 735

AUTHOR Winter, Stephen S.
TITLE Joining Undergraduate Liberal Arts Colleges with a Graduate M.A.T. Program To Implement the Holmes and Carnegie Recommendations.
INSTITUTION Tufts Univ., Medford, Mass.
SPONS AGENCY Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE Sep 90
CONTRACT G008730518-89
NOTE 47p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Bachelors Degrees; *Extended Teacher Education Programs; Higher Education; Intermediate Grades; *Internship Programs; *Liberal Arts; Majors (Students); *Masters Degrees; Mentors; Middle Schools; *Program Design; *Program Implementation; Secondary Education; Summer Programs; Teacher Certification; Teacher Interns; Teaching (Occupation); Undergraduate Study
IDENTIFIERS Fund for Improvement of Postsecondary Education; Kenyon College OH; Massachusetts; Preservice Teachers; Tufts University MA

ABSTRACT

This paper describes a combined B.A.-M.A.T. program, a project planned jointly by Kenyon College and Tufts University for the recruitment of outstanding liberal arts students who are interested in teaching careers. The program fulfills the requirements for teacher certification at the middle or secondary level in Massachusetts. The program offered an intensive in-school prepracticum experience joined with a seminar and a course in educational psychology in the summer between the junior and senior years. Students followed this with an independent study of the curriculum in their subject in two high schools during the senior year. They earned graduate credit for these courses. In the summer following graduation, the students did 150 hours of mentor-supervised student teaching and took another graduate course. They completed the requirements for the M.A.T. and certification through graduate courses in their academic subjects, additional courses in education, and a part-time paid internship. Part-tuition scholarships granted by Tufts University and internship earnings made the project financially attractive. The project produced an 18-page "Handbook for Mentors" to guide intern students and their mentors (copy attached). An executive summary is included and an appendix provides the 1989 and 1990 programs of study. (LL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 362 484

Cover Sheet

Joining Undergraduate Liberal Arts Colleges with a Graduate M.A.T. Program to Implement the Holmes and Carnegie Recommendations

Grantee Organization:

Tufts University
Department of Education
Lincoln Filene Center
Medford, MA 02155

Grant Number:

G008730518-89

Project Dates:

Starting Date: September 15, 1987
Ending Date: September 14, 1990
Number of Months: 24

Project Director:

Stephen S. Winter
Chair
Department of Education
Tufts University
Medford, MA 02155

FIPSE Program Officers: Jamie Lewis, Diana Heyman

Grant Award:

Year I	$ 69,903
Year II	$ 69,887
Year III	$ 78,393

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP034735

BEST COPY AVAILABLE

Joining Undergraduate Liberal Arts Colleges with a Graduate M.A.T. Program to Implement the Holmes and Carnegie Recommendations

Tufts University and Kenyon College collaborated to recruit juniors majoring in academic subjects to a combined B.A.-M.A.T. program that fulfilled the requirements for teacher certification at the middle or secondary level in Massachusetts. The program offered an intensive in-school prepracticum experience joined with a seminar and a course in Educational Psychology in the summer between the junior and senior years. Students followed this with an independent study of the curriculum in their subject in two high schools during the senior year. They earned graduate credit for these courses. In the summer following graduation, the students did 150 hours of student teaching and took another graduate course. They completed the requirements for the M.A.T. and certification through graduate courses in their academic subjects, additional courses in Education, and a part-time paid internship. Part-tuition scholarships granted by Tufts University and internship earnings made the project financially attractive.

Stephen S. Winter
Department of Education
Tufts University
Lincoln Filene Center
Medford, MA 02155
(617) 381-3111

A Handbook for Mentors

Executive Summary

Joining Undergraduate Liberal Arts Colleges with a Graduate M.A.T. Program to Implement the Holmes and Carnegie Recommendations

Tufts University

Stephen S. Winter, Project Director
(617) 381-3111

Project Overview

The "Integrated B.A.-M.A.T. Program" was planned jointly by Kenyon College, and Tufts University for liberal arts students who are interested in teaching careers. They begin exploratory study of Education at Tufts University during the summer session between the junior and senior years. This coursework is later credited toward the graduate M.A.T. degree. Students then complete the B.A. degrees on their home campuses. After graduation, they return to Tufts University to complete the M.A.T. degree and certification requirements. A paid internship to fulfill part of the state's practicum requirement for certification and one-half tuition scholarships from Tufts University make the program financially attractive.

Six students enrolled in the first Explore Teaching Summer, two each from the collaborating institutions and one each from Brandeis University and College of the Holy Cross but only three returned to complete the Integrated B.A.-M.A.T. Program as planned. They were offered part-time paid internships in 1989-90 to complete state certification requirements while they also completed academic study for their degree. One is teaching at this time; a second is actively seeking a teaching position but has not been able to find one as yet; the third is continuing graduate study. One of the three drop-outs entered a program for elementary school certification; another was forced to obtain employment immediately after graduation.

A more effective recruiting effort led to the enrollment of 12 students for the Summer of 1989. Seven have returned to Tufts University and are currently completing the requirements for the M.A.T. and certification.

The program seemed well on course as planned. Its structure was validated in an unanticipated way when Massachusetts adopted new regulations for certification that parallel the program: beginning in 1994, teachers will be required to earn a liberal arts degree; the amount of student teaching required during baccalaureate study has been reduced; and life-long certification will require a master's degree with a mentor-supervised "clinical" component. But the economic situation in Massachusetts forced cuts in public expenditures, among them the paid internships that had been promised the project by superintendents. Additional scholarships covered the loss of expected internship income for students in the midst of the program but the attractiveness of the program was adversely affected. Enrollment in the 1990 Explore Teaching Summer dropped significantly.

The Integrated B.A.-M.A.T. Program remains a programmatically attractive model for recruiting strong liberal arts students to teaching. The opportunity to continue study in their academic fields and the exploration of schools and teaching in the summer between

junior and senior year without adversely affecting progress toward the baccalaureate degree are major features attractive to students who are considering a teaching career.

Purpose

The Integrated B.A.-M.A.T. Program was designed to recruit outstanding liberal arts students to become teachers.

Background and Origins

The Integrated B.A.-M.A.T. Program grew out of the nationally-recognized 5-STEP Program but sought to eliminate a requirement of that program that interrupted the normal progress to the award of the B.A. degree four years after beginning undergraduate study.

Project Description

The Integrated B.A.-M.A.T. set four criteria for the new program.

1. Students must be able to graduate four years after entering college.

2. The program must offer opportunity to explore teaching as a possible career early during their undergraduate studies. If a career in teaching does not appeal to them, they must be able to complete undergraduate studies without loss of time.

3. The program must allow students to engage in graduate study in their academic fields while they were completing the requirements for certification and earning the M.A.T.

4. The program had to be financially attractive.

Based on these criteria, the Integrated B.A.-M.A.T. Program requires:

In the summer between their junior and senior years, students attend the "Explore Teaching Summer Program" at Tufts University which consists of two graduate-level courses: Educational Psychology, and Field Experience in Education with Seminar

After the Explore Teaching Summer students to complete studies for the B.A. (or B.S.) degree on their home campuses. They also do an independent study of the curriculum in their academic specialty at two nearby middle or high schools with credit given toward the M.A.T.

In the summer after graduation, students return to Tufts University for abbreviated student teaching and one graduate course, either in their academic field or in Education

During the subsequent academic year, they further complete a part-time internship for two course credits and graduate-level courses in their academic field and additional required education courses.

Because the internship implied a new concept for the supervision of the intern, mentoring, the project proposed to create a *Handbook for Mentors* to provide guidance for the association between the intern and mentor-teacher. It is more like that between an inexperienced teacher and an experienced one but in mentoring, they have specific responsibilities toward each other. Mentoring was a new departure when the project was launched although now, three years later, it has become much discussed in the literature.

Project Results

Perhaps the most significant impact of the project was its influence on the report of the Joint Task Force on Teacher Preparation which was appointed in 1987 to make recommendations for the improvement of teacher education in the Commonwealth. The Task Force had access to the proposal for the Integrated B.A.-M.A.T. and, according to one of its co-directors, was influenced by it. The overlap between JTTP recommendations and the Integrated B.A.-M.A.T. are striking. Paralleling Integrated B.A.-M.A.T., the JTTP report recommended reduced student teaching at the baccalaureate level with a mentor-supervised internship as part of a "clinical" master's degree required for full certification. Thus the Integrated B.A.-M.A.T. project had a wide, yet totally unanticipated, impact on teacher education in Massachusetts.

The Integrated B.A.-M.A.T. Program proved itself as a model for recruiting outstanding liberal arts graduates to teaching. Students in many colleges other than the collaborating partners sought information about the program, and initially a growing number representing various colleges participated. Also, the exploratory feature of the project fulfilled its purpose. Students could investigate how realistic vague notions about a teaching career were for them. Those who continued, could increase their knowledge of their academic fields through graduate courses in them. All of these features confirmed its attractiveness.

On the other hand, the financial assumptions built into the project could not be sustained because of drastically changed state and local budgetary conditions. Though Tufts University provided additional scholarships to cover the loss of paid internships, the changes in the financial packages available to students midway in the project damaged its attractiveness to applicants, and enrollment dropped in the last year.

The project produced a 16 page *Handbook for Mentors* to guide intern students and their mentors. Since mentoring has been extensively treated in the professional literature during the time that the project has been in operation, the major contribution of the *Handbook for Teachers* is probably quite thorough coverage with brevity. It is an easily reviewed resource for busy teachers.

Summary and Conclusions

The Integrated B.A.-M.A.T. Programs has demonstrated its feasibility as a means for recruiting outstanding liberal arts students to teaching careers through a sequence of courses to develop professional competency that fits completely with current ideas about the appropriate education for future teachers. It is particularly adapted for cooperation between liberal arts institutions that do not offer education programs and a post-graduate certification program.

For financial reasons, however, the Integrated B.A.-M.A.T. was the right project at the wrong time -- the wrong time being the rapid deterioration of the state's financial situation which undercut its assumptions for financial support. That it was the right project can be determined from its impact on certification in the Commonwealth of Massachusetts. There, its concept will persist.

Joining Undergraduate Liberal Arts Colleges with a Graduate M.A.T. Program to Implement the Holmes and Carnegie Recommendations

Project Overview

The "Integrated B.A.-M.A.T. Program," a successor to Kenyon College's 5-STEP Program, was planned jointly by the 5-STEP Coordinator at Kenyon College, Jane Rutkoff, and Tufts' Chair of the Education Department, Stephen S. Winter. In the Integrated B.A.-M.A.T. Program, liberal arts students who are interested in teaching careers begin exploratory study of Education at Tufts University during the summer session between the junior and senior years. This coursework is later credited toward the graduate M.A.T. degree. Students then return to their home campuses to complete the B.A. degrees. After graduation, they return to Tufts University to complete the M.A.T. degree and certification requirements. Moreover, a paid internship to fulfill part of the state's practicum requirement for certification in addition to one-half tuition scholarships from Tufts University makes the program financially more attractive.

The project began in the Fall of 1987. Most of the Fall was spent with final plans and the production of an attractive brochure. Recruitment of the first group of students for the summer program, called the "Explore Teaching Summer," began early in 1988. Efforts were made to personally recruit at Kenyon College and Tufts University as well as at member institutions of the Great Lakes College Association of which Kenyon College is a member, and at colleges in Massachusetts. In addition, the brochure was sent to chief academic officers at every liberal arts institution in New England, New York, New Jersey, Delaware, Pennsylvania, Ohio, Maryland, Virginia, and West Virginia.

Six students enrolled in the first Explore Teaching Summer, two each from the collaborating institutions and one each from Brandeis University and College of the Holy Cross, although one withdrew before completing the summer semester. They spent late May through mid-June at Somerville High School exploring the diverse activities that are

part of teachers' responsibilities, and analyzing these in a seminar and completing a graduate-level course in Educational Psychology at Tufts University. The five persisting students returned to their home campuses in the Fall to complete their baccalaureate studies while maintaining contact with schools through an independent study assignment directed by Tufts University.

Three of the five student returned to complete the Integrated B.A.-M.A.T. Program as planned. They spent the Summer of 1989 completing 150 hours of student teaching, and taking a second graduate course. Then, they were offered part-time paid internships in 1989-90 to complete state certification requirements while they also completed academic study for the M.A.T. degree. One is teaching at this time; a second is actively seeking a teaching position but has not been able to find one as yet; the third is continuing graduate study. Of the two students who dropped after the Explore Teaching Summer, one decided on becoming an elementary school teacher, an option unavailable in the Integrated B.A.-M.A.T. Program. She has persisted to the best of our knowledge though we lost contact with her after she informed us that she was planning to enroll in an institution that offered elementary certification. The other student sought immediate employment after graduation to pay off loans incurred during undergraduate study.

During 1988-89, a more intensive and, thanks to the experience gained, a more effective recruiting effort led to the enrollment of 12 students: seven from Kenyon College, two from the University of Massachusetts at Boston; and one each from the College of the Holy Cross, Trinity College, and Williams College. This group completed their senior year at their home campuses in 1990. Seven have returned to Tufts University and are currently completing the requirements for the M.A.T. and certification.

The program seemed well on course as planned. Enrollment was growing. Moreover, its structure was validated in an unanticipated way when Massachusetts adopted new regulations for certification that parallel the program: beginning in 1994, teachers will

be required to earn a liberal arts degree; the amount of student teaching required during baccalaureate study has been reduced; and life-long certification[1] will require a master's degree with a mentor-supervised "clinical" component. But the economic situation in Massachusetts threw the project off course. Huge budget shortfalls required cutbacks in public expenditures, and the paid internships that had been promised to the project by superintendents were among them. Although Dean Robert P. Guertin came to the rescue for the students in the midst of the program by providing additional financial aid to cover the loss of expected internship income, both the attractiveness of the program and its structure were affected. Later groups of students in the Integrated B.A.-M.A.T. program earn the M.A.T. and certification with a semester of student teaching instead of the internship. Because the situation was generally not unsettled for new recruits and especially because the extraordinary financial support of internships could not be assured, enrollment in the 1990 Explore Teaching Summer dropped significantly.

Despite its restructuring, the Integrated B.A.-M.A.T. Program remains a programmatically attractive model for recruiting strong liberal arts students to teaching. The opportunity to continue study in their academic fields as part of the M.A.T. program is one strong attraction. The Explore Teaching Summer which allows students to explore schools and teaching in the summer between junior and senior year without risking the loss of time in their progress toward the baccalaureate degree is another desirable feature for a number of students who otherwise might not consider a teaching career.

Purpose

The Integrated B.A.-M.A.T. Program, like its predecessor, Kenyon College's 5-STEP Program, was designed to recruit outstanding liberal arts students to become teachers. Improving the teaching force of the United States has been a special concern of educators and of the political leadership of the states and the federal government. It has

Commonwealth of Massachusetts, Board of Regents/ Board of Education, Joint Task Force of Teacher Preparation, *Making Teaching A Major Profession*, 1987

been discussed in a number of reports published during the last decade,[2] and needs no elaboration here. A demanding liberal arts program assures that candidates are well educated. A post-baccalaureate M.A.T. degree then provides needed professional education for teaching while giving candidates the opportunity to extent their knowledge of their academic fields through further coursework at the graduate level.

There is one drawback to this pattern. Because in the normal progression students have no contact with teaching before they complete their undergraduate studies, they are often unaware of the possibilities of a teaching career. Hence, it is important to bring students into contact with teaching through special arrangements prior to their earning the B.A. or B.S. degree. Putting students into schools early during their college career gives them opportunity to determine whether they enjoy those experiences. If so, they they can later gain professional qualification through post-baccalaureate study with the assurance that teaching is a suitable career for them. The Integrated B.A.-M.A.T. Program facilitates both the exploration and the completion of professional qualifications.

Background and Origins

The Integrated B.A.-M.A.T. Program grew out of the concept of the nationally-recognized 5-STEP Program, an opportunity for Kenyon students to interrupt their undergraduate studies toward the B.A. degree after completing the junior year in order to enter an institution that offered a certification program for liberal arts students at the graduate level and complete the requirements of the M.A.T. degree. After their study at the graduate institution, students return to Kenyon College to complete their senior year. At that time, they are awarded the B.A. and M.A.T. degrees concurrently. Tufts University is one of the institutions that has collaborated with Kenyon College in the 5-STEP Program. 5-STEP recruited a number of able students who have done well as scholars and teachers.

2. Boyer, Ernest, *High School*; Commission on Excellence in Education, *A Nation At Risk*; Carnegie Commission on Education and the Economy, *Teachers for the 21st Century;* the Holmes Group, *Tomorrow's Teachers*.

But the 5-STEP Program had one drawback that the Integrated B.A.-M.A.T. Program has sought to correct. It forced participants to leave Kenyon College before graduating, and then to return a year later. This interruption had several undesirable consequences. Students had to leave their friends and associates in "their" class before graduation in order to do the teacher education work. It meant that they were separated from their cohort during the important senior year, and graduated a year later with the next cohort. This is presented them with a difficult choice because the four year college education is not only an academic experience, it is also a time to find people with similar interests, often a time to form lifelong friendships over the period of four years. The interruption is particularly serious for students who are members of athletic teams whose training is interrupted for a year and who return not to the team in the midst of which they had developed their skills but rather to the "next" team.

Another difficulty with the 5-STEP sequence is the intermediate academic development of the students who enter the graduate M.A.T. program. Although the graduate institutions made special arrangements to award graduate credit for their M.A.T. studies to students who had not yet obtained their B.A. degrees, the students were not as well prepared for graduate courses in their academic fields as their non-5-STEP classmates who had already completed four years of study in their major. The 5-STEP students thus were at a disadvantage academically.

Finding financial aid also proved difficult. Most aid programs are designed either for undergraduate or graduate students. Students in the M.A.T. phase of the 5-STEP Program fit neither. They were not in an undergraduate program and could not qualify for aid designated for undergraduates, and they had not yet earned the baccalaureate degree and did not qualify for aid designed for graduate study. Thus, they had difficulties in finding financial assistance for the M.A.T. phase of their studies.

To overcome these drawbacks and maintain the strengths of the 5-STEP Program, a means had to be found to keep its unique early exploration of schools and teaching that

seemed to attract potential students. Their successful experiences in this phase guaranteed the effectiveness of the recruitment but these early experiences could not isolate program participants from their college classmates. The new program had to allow them to graduate in the normal four-year period.

Project Description

Given these considerations, planning for the Integrated B.A.-M.A.T. set four criteria for the new program.

The first criterion was that students should be able to graduate four years after entering college to overcome the negative consequences when they are not able to graduate with the member of the class with whom they entered college. This condition seemed imperative if the program was to expand and permit participation of students from other liberal arts colleges that did not have special resources to invest in encouraging their students to become teachers.

The second criterion for the new program was that it must continue to offer students the opportunity to explore teaching as a possible career early during their undergraduate studies while they were still considering various options as had been done by the 5-STEP Program. The exploration, furthermore, had to assure that they would not be penalized through loss of time if, after becoming more familiar with schools and teachers, a career in teaching did not appeal to them.

Also unchanged from the 5-STEP Program was the third criterion, a commitment to offer participating students opportunity to engage in graduate study in their academic fields while they were completing the requirements for certification and earning the graduate degree.

A final criterion for the Integrated B.A.-M.A.T. Program was to make the program financially attractive. The program inherently requires five years of study. Teachers are not well paid, and cannot undertake the burden of large debts. Hence, to be successful the program had to provide maximum financial aid. The plan for the Integrated B.A.-M.A.T.

Program consequently follows an alternative route available in Massachusetts to achieve certification. It planned a paid part-time internship under the guidance of a mentor teacher as the chief means for fulfilling the practicum requirement for certification. As further required, it had to include also a shortened period of student teaching to be done during a summer term preceding the internships.

In addition, the program had to meet the requirements of the Tufts M.A.T. program and other aspects of the state's certification requirements. Moreover, if it was to serve as a model, the Integrated B.A.-M.A.T. Program had to be designed so that it could be adopted by other institution that were ready to make similar variations in their programs for liberal arts graduates seeking certification in a post-graduate programs . For Tufts University, the variations were small. Two courses taken between the junior and senior years were accepted for graduate credit toward the M.A.T., and, with state approval, the Integrated B.A.-M.A.T. program offered a reduced period of student teaching and a paid part-time internship of not less than 300 hours as the introduction to professional practice in lieu of the usual 300 hours of student teaching.

To fit the various criteria given above, the Integrated B.A.-M.A.T. Program developed the following structure:

In the summer between their junior and senior years, students attend the "Explore Teaching Summer" program at Tufts University which consists of two graduate-level courses:

Educational Psychology
Field Experience in Education with Seminar

After the Explore Teaching Summer students return to their home campuses to complete their studies for the baccalaureate degree. In addition, they undertake an independent study of the curriculum in their academic specialty at two nearby middle or high schools. Their independent study report is sent to, supervised, and graded by Tufts University and given credit toward the M.A.T.

In the summer after graduation, students return to Tufts University for

150 hours of student teaching for one course credit
One graduate course, either in their academic field or in Education*

During the subsequent academic year, they further complete

Part-time internship supervised by a mentor for two course credits
Graduate-level courses in the academic field*
Additional graduate education courses*

* For certification, the Education courses must also include a course in the Foundations of Education (four alternatives are offered), Methods and Materials for Teaching their specialty, and either Curriculum Development or Principles of Middle and Secondary School Education. For the M.A.T. degree, students must complete at least three graduate-level courses in their academic fields.

With this structure, students could explore their interest in teaching in some depth before leaving their undergraduate college; yet they were not committed to teaching if they did not find their experience in the Explore Teaching Summer attractive. Moreover, if they completed the B.A.-M.A.T. Program, they could continue graduate study of their academic fields, develop practical professional experience through a series of increasingly responsible introductory teaching roles, and earn internship stipends to reduce the costs of the program. Tufts University further assisted them through one-half tuition scholarships.

The project was first planned, it included a mentor-supervised internship. Mentoring was a new professional concept for the association between the student and a cooperating practitioner. To define this new relationship between a senior teacher and a novice who has full responsibility for one or more classrooms yet still receives the support of a master teacher, the project proposed to create a *Handbook for Mentors*. The roles and responsibilities in mentoring are similar in many ways to the familiar student teacher-cooperating practitioner model but they differ inasmuch as the intern's class(es) are fully independent of those of the mentor. The mentor's responsibilities are only to the intern teacher, not to the intern's students. Unlike a student teacher who works more or less at the direction of the cooperating practitioner, the intern's relationship to the mentor is more like that of an inexperienced teacher to an experienced one. In usual school operations, contacts between experienced and inexperienced teachers are voluntary and occasional. Neither seeks to encroach on the other's independence. In mentoring, however, they have specific responsibilities toward each other to assist the novice in overcoming what might be

called start-up problems. Mentoring was a new departure when the project was launched although now, three years later, it has become much discussed in the literature.

Project Results

Perhaps the most significant impact of the project was its influence on the deliberations of the Joint Task Force on Teacher Preparation which was appointed by Massachusetts' Chancellor of Higher Education Franklyn G. Jenifer and Commissioner of Education Harold Raynolds in 1987 to make recommendations for the improvement of teacher education in the Commonwealth. James Frasier, co-director of the JTTP with Susan Zelman, asked for a copy of the Project Proposal. Subsequently, he told the director of this project that it had been used as a resource for the Commission's deliberations. As the comparison table shows, the parallels between the Integrated B.A.-M.A.T. proposal and the JTTP recommendations are striking. Only those that represent changes from current requirements are listed:

	Integrated B.A.-M.A.T.	**JTTP Recommendations**
Undergraduate education	Designed for B.A.or B.S. candidates	B.Ed. to be phased out. All teachers must earn B.A.(or B.S.)
First Professional Practice	One-half (150 hrs) of summer student teaching	At least 150 hours of student teaching required(reduced from 300)
Additional Professional Practice for lifetime certification	A part-time internship of at least 300 hours supervised by a school mentor and the college supervisor	A "clinical Master's degree" with the clinical practice supervised by a school mentor and a college supervisor
Courses in Education	To meet current standards which offers lifetime certification	New Standards at two levels: provisional after B.A. and more advanced earned during required master's level study

Of these four changes, only the institution of two levels of standards to be developed by teachers through their professional courses and then demonstrated in professional practice has no parallel in the Project. The elimination of the B.Ed. degree was proposed in the Holmes and Carnegie Reports which were cited to justify the request for support of the Integrated B.A.-M.A.T. Program. This program, however, suggested the means for

connecting the various objectives set by JTTP. Thus the project had wide, yet totally unanticipated, impact on teacher education in Massachusetts.

In the more narrow sense, providing a model for recruiting outstanding liberal arts graduates to teaching, the results of the project were ambiguous. Academically, the model proved itself. As word of the Explore Teaching Summer spread among colleges, students in a larger number of colleges sought information about the program. Initially an expanding number participated. Moreover, the exploratory feature of the project fulfilled its purpose. Students could investigate how realistic vague notions about a teaching career were for them. Those for whom the exploratory experience proved attractive persisted to complete the program and achieved certification. Those who learned through the Explore Teaching Summer that other careers suited them better were able to make this judgment on the basis of direct experience before the completion of their baccalaureate studies and without losing time in their progress toward the B.A. degree.

But there was a negative side to this part of the project. The financial assumptions built into the project were initially somewhat faulty and by 1988 had proved unrealistic as a result of drastically changed state and local budgetary conditions. The faulty assumption was that significant financial aid offered students in the course of the project through Tufts University's scholarships and internship earnings would enable interested students to participate regardless of their financial condition because the program would be essentially free of out-of-pocket costs. What was not considered in this assumption was the problem of cash flow. Students had to have "up-front" money to pay for the half tuition and living expenses during the Explore Teaching Summer. This money would later be recouped by internship income. However, many interested students did not have the funds needed to live during the 6 weeks of the Explore Teaching Summer nor the tuition for the two courses even though it was reduced to approximately $700 by one-half tuition scholarships. Even the fact that the Explore Teaching Summer takes place from late May through the end of

June, leaving students free to take summer jobs, did not diminish the cash flow problem. The project found no way out of this dilemma.

The unrealistic assumption regarding financing the costs of the Integrated B.A.-M.A.T. Program rested on the expectation that schools would employ participants as part-time interns, allowing them to earn $6,000 or more during the academic year. That sum, combined with the one-half tuition scholarships offered by Tufts University for students in the program, would cover its costs. The precipitously and drastically worsening financial situation of the the Commonwealth of Massachusetts, which affected all areas of public service including state assistance to the schools, made that assumption unrealistic. Internships promised when the project was first planned were not available.

Tufts University filled in the breach for students already admitted to the project by significantly increasing tuition scholarships. In addition, students could earn money in the summer following graduation from undergraduate college because the restructuring that replaced the internships with a semester of full-time student teaching no longer requireed them to spend that summer in academic study and student teaching. Taking all these factors together, participants received as attractive a financial package as that initially planned. But the project was seriously compromised. Although participants were continuously kept apprised of developments and of the alternative arrangements being offered as this situation changed, the psychological impact of the necessary changes and of the generally fluid circumstances was highly detrimental. We attribute the drastic reduction in the number of applicants for the 1990 Explore Teaching Summer and the virtual absence of enrollments almost entirely to this factor though another contributing factor was the decision by Kenyon College early in the Spring of 1990 to change arrangements for administrative support of the 5-STEP Program and the collaboration with Tufts in the Integrated B.A.-M.A.T. Program when this project expired. Finally, Tufts University could not commit the increased tuition support of project students on a long-term basis above the one-half tuition scholarships that were initially committed.

The final result of the project was a concise and eminently useful 16 page *Handbook for Mentors* written by the Project Director, critiqued by potential mentors, and revised on the basis of the critiques. This volume promised to make a major contribution when it was initially proposed, but in the intervening years mentoring was "discovered" by the education community at large and much more detailed source materials to this new concept have been written by others. Perhaps the major contribution of the *Handbook for Mentors* is is its quite thorough coverage coupled with brevity. It is an easily reviewed resource for busy teachers.

Summary and Conclusions

The Integrated B.A.-M.A.T. Programs has demonstrated its feasibility as a means for recruiting outstanding liberal arts students to teaching careers. It offers them the opportunity to explore teaching early enough in their pursuit of the B.A. degree to function as a real option while permitting them to reject the teaching career without foreclosing other options or losing time in the pursuit of baccalaureate.

Secondly, the Integrated B.A.-M.A.T. Program provides for a sequence of courses to develop professional competency that fits completely with recent concepts about the appropriate education for future teachers. It stresses both the baccalaureate degree and a gradual, three-step introduction to the development of practical professional skills through an initial exploration, a reduced student teaching experience, and a paid mentor-supervised internship.

With a teacher shortage in the near future and persisting for some time predicted by many, financial support for the paid internships will again become likely. Of course, forecasts of this nature are hazardous at best other positive factors are the parallelism between the Integrated B.A.-M.A.T. Program requirements and current thinking about appropriate programs for future teachers. Internships are further viewed favorably by school administrators as a means for more extensive introductory practical experience among new teachers, for increasing contact between young teachers or teachers-to-be and

the aging teaching forces, and because of the financial advantage of internships to both the schools and the intern when a teaching position becomes vacant by retirement or resignation. (Because during the life of the project school systems were forced to reduce their teaching staffs by terminations due to financial exigency, it was impossible to offer positions to interns. It would have required terminations of additional regular staff. This was unacceptable for a number of reasons.)

On the other hand, the adoption of a program like the Integrated B.A.-M.A.T. Program requires adjustments to the university's unique local requirements for the certification at the post-graduate level. In the case of Tufts University, only small adjustments were necessary.

Finally, the experience demonstrates that the Integrated B.A.-M.A.T. Program is attractive to students at institutions not associated with the two primary collaborators, Tufts University and Kenyon College. It is particularly adapted to institutions that do not include education in their programs, that do not offer education programs at the same level (i.e., elementary school teaching but not secondary), or that offer education in separate schools of education and which may not have ready links between their colleges of liberal arts and those schools.

Our final conclusion about the Integrated B.A.-M.A.T. Program is that it was the right project at the wrong time -- the wrong time being the rapid deterioration of the state's financial situation which undercut one of its major assumptions when superintendents were unable to allocate resources to internships despite their commitments to the project to fund them nearly two years earlier during the planning of the project because by the time project students were ready for the internships, the schools were forced to terminate fully certified, experienced and tenured teachers. That it was the right project can be determined from its impact on certification in the Commonwealth of Massachusetts. There, the concept will persist.

Appendix for FIPSE

The management of this FIPSE project was, in most respects, an extremely pleasant and satisfying experience. Staff was helpful but not intrusive. As project director, I was free to manage the project within the framework of the proposal as required by its guidelines and by emerging circumstances. The staff was helpful whenever questions arose.

There was, of course, extreme disappointment by all associated with the project that changed circumstances in the fiscal situation of the schools undercut one significant aspect of the project. Dean Guertin's support of the project through major additional scholarship assistance to participants saved the day but, as events demonstrated, not the long-term situation. I can think of no intervention by the staff of FIPSE that could have offered other help in addition to the scholarships provided by Tufts University which might have reversed the precipitous drop in enrollment in the last year of the project or of its long-term prospects. Nor can I think of ways in which, five years ago, when the idea for this project first germinated in discussions with Kenyon College's 5-STEP Coordinator, Jane Rutkoff, we could have foreseen the dramatic and extended downturn in the economic situation of the Commonwealth of Massachusetts. Nor could we have foreseen that ideas we found innovative and radical: early exploration teaching within the context of a liberal arts education; mentoring; and internships as the means for full certification would become the norm for Massachusetts as well as central in national discussions.

The innovative structure of the Integrated B.A.-M.A.T. program remains an important means for providing the nation with excellent teachers. I judge that proposals that seek to institute teacher education programs based on similar considerations are worthy of support though with greater concern for the realism of the kind of support assumptions that were made when this project was proposed.

A Handbook for Mentors

Tufts University
Department of Education

Stephen S. Winter

© 1990
Produced with the Assistance of Grant Number G008730518-89 of
the Fund for the Improvement of Post-Secondary Education

What is a Mentor?

Many professions have used the personal relationship between established practitioners and novices to offer both further instruction and guidance to the novice. Professions such as medicine, social service, and business regularly use one-to-one relationships in which the senior partner, the mentor, helps the novice acquire the skills and knowledges of the profession through regular consultations as the novice begins the independent performance of professional service. Within the last ten years, school systems and college and university education departments have begun implementing mentor programs as well. The goal is to offer assistance to the novice teacher beyond the period of instruction and supervised practicum that leads to the initial certification, thereby improving the quality of teaching and increasing the teachers' incentive to remain in the field.

In the Tufts University Mentor Program, experienced teachers, *mentors,* from area schools will work with *interns* who are students in the Tufts University M. A. T. program. The interns have completed student teaching. They assume full responsibility for teaching a reduced load of courses. Interns are beginning teachers, not student teachers, and are paid for their work. Interns differ from most teachers only in that they have the opportunity to form a professional relationship with an experienced teacher, the mentor, who assesses and guides their progress during the first year of service.

The mentor's functions have been defines as:

A Role Model - gives examples and shares experiences

A Motivator - helps the novice teacher to explore ways to involve pupils in learning

A Communicator - Listens carefully and uses the novice teacher's responses to improve learning for pupils

An Advisor - Gives feedback and clarification

A Guide - Assists the novice teacher to set up routines and to understand the school's organization

A Demonstrator - Provides the novice teacher with a role model by demonstrating lessons taught to achieve specific learning objectives

An Enabler - Helps the novice teacher to become self-evaluative

A Resource - Suggests and provides appropriate materials and directs the novice teacher to school, school-system, and community resources

An Assessor - Monitors progress and impact of learning and provides helpful feedback to the novice teacher

A Friend - Develops a relationship of trust, confidentiality, and support with the novice teacher

The major preconditions for effective mentoring is the creation of the function given at the end of the above list: developing friendship, trust, confidentiality, and support for the novice teacher. These are the conditions for an atmosphere of helpful collaboration between the mentor and the novice teacher that will allow all the other functions to be effective in stimulating and supporting the growth of the novice teacher toward effective professional service. To build a positive relationship with the novice teacher, the mentor will:

1. Establish rapport

2. Tap the novice's prior experiences

3. Build trust and mutuality

4. Maintain confidentiality

5. Encourage the novice teacher

6. Convey empathy

7. Listen carefully

8. Focus on one or two challenges at a time

9. Exemplify flexibility [1]

What a Mentor Is Not

A Mentor is Not an Evaluator

The mentor does not evaluate the novice teacher's performance for administrative review; rather, the mentor *assesses* the novice's progress in order to define problems and offer assistance and guidance in areas that that need attention. It is vital that the novice view the mentor as a trusted confidante, someone with whom to share real concerns whether they are first identified by the novice teacher because they trouble her/him, or whether they emerge from the mentor's assessment of the novice's progress. Studies have shown that an intern's perception that s/he is being evaluated by a mentor impairs the relationship; the intern does not ask as many questions or voice as many concerns for fear of appearing incompetent.

Evaluation should be left to the administrative staff of the school and should be completely independent of the mentoring. Indeed, mentors should not be involved in the evaluation(s) that may be required by the school system's administrative processes. Mentoring is a teacher-to-teacher supportive process. In the case of the Tufts
University interns, evaluation will be undertaken by a Tufts faculty member to assure that assessment by the mentor and evaluation do not overlap.

A Mentor is Not a Cooperating Teacher

The mentor-novice teacher relationship differs from the cooperating practitioner-student teacher relationship in that the novice has completed student teaching and is fully responsible for the teaching of several courses. The novice teacher is not a student teacher, trying to function as a teacher for the first time under the supervision of the cooperating practitioner; s/he is a junior colleague qualified for teaching though inexperienced and needing the help and guidance of a senior colleague.

Why Mentoring ?

> "...the conditions under which a person carries out the first years of teaching have a strong influence on the level of effectiveness which that teacher is able to achieve and sustain over the years; on the attitudes which govern teacher's behavior over even a forty year career; and, indeed, on the decision whether or not to continue in the teaching profession."[2]

Many new teachers find their first year of teaching especially difficult. In most schools new teachers are expected to handle the same teaching load as veteran teachers with thirty years' experience! Beginning teachers often feel overwhelmed by the sense

that they must "sink or swim." Often, they have no resource to turn to when they need help. Other teachers are busy, and the new teacher does not want to appear incompetent. The challenge of preparing for courses for the first time, navigating one's way around a new building, and dealing with administrators and parents can often prove insurmountable for the new teacher. Some teachers have become so frustrated that they leave the profession.

Schools across the country are realizing that if they are to retain quality teachers they must provide assistance and a welcoming environment for the new teacher.

The Benefits of Mentoring

Successful mentor programs have reported that mentoring benefits everyone involved: the mentor, the intern or novice teacher, and the school system.

Benefits to the Mentor:

- the satisfaction of being able to transfer skills and knowledge, much of which are not contained in the teacher education programs available to future teachers.

- the opportunity to reexamine one's own teaching practices and techniques.

- the acquisition of new ideas resulting from the process of mutual observation and assessment.

Benefits to the Novice Teacher or Intern:

- a lessening of the feeling of isolation and the sense that one must sink or swim.

• the opportunity to develop professional competence through the mentor's observations and assessment.

• more rapid achievement of a sense of being part of the faculty.

Benefits to the School System:

• early incorporation of the intern into the instructional team.

• more rapid diffusion of the intern's contribution to other faculty members.

• earlier correction of problems due to the close supervision of the new teacher

• the lowering of the potential attrition rate due to the welcoming atmosphere and guidance given the new teacher.

What Does a Mentor Do ?

One successful mentor program describes the mentor's overall responsibilities as follows:[3]

1. To interact with school staff in a professional manner and to help the new teacher understand how the school works.

2. To implement a school's policies and practices as outlined in school handbooks, memoranda, etc.

3. To carry out all responsibilities with new teachers.

4. To hold pre- and post-lesson conferences.

5. To give feedback to new teachers regarding their strengths and areas to work on.

6. To use lesson guides with new teachers to evaluate and facilitate their progress.

7. To help new teachers understand pupil learning and developmental needs at every level.

8. To help new teachers develop a sense of accountability for pupil learning.

9. To promote a sense of professional responsibility and opportunity.

Putting these responsibilities into practice means that the mentor does anything he or she can to help the novice teacher. Mentors perform a wide range of duties from providing personal support to giving technical assistance. Mentors help the intern with classroom management, lesson planning, and curriculum development. They also assist the intern with more practical matters such as record keeping, administrative duties, dealing with parents, and decorating the classroom.

Mentors participate in the novice teacher's classroom in many different ways. Often they simply observe and take notes for later discussion with the novice teacher. Before the observation, they will have agreed on certain areas of teaching in which the the novice teacher feels s/he must make progress. The mentors' observations will normally focus on those areas and the notes will serve as a means for assessing progress and offering suggestions and advice. Mentors may also help with discipline, lead small groups in the

classroom, work with individual pupils, or teach an occasional lesson to demonstrate a point or technique.

Every mentor-novice teacher relationship is unique. The mentor's duties are influenced by the novice teacher's needs and the personalities of the two individuals involved.

The following is a list of activities in which new teachers reported having significant assistance from mentors. The list is based on surveys of new teachers in two successful mentoring programs, one a program sponsored by the City University of New York in which the mentors were retired teachers, and the other the other a graduate level teacher education program at Memphis State University. The recipients of mentor advice, some novice teachers and some interns in training, reported receiving assistance from mentors in the following areas:

Planning for Instruction

- Planning lessons
- Preparing student assignments
- Locating Instructional and resource materials
- Obtaining instructional materials
- Using instructional materials
- Using audio-visual aids
- Interpreting and using curriculum bulletins

Understanding the Administrative System

- Interacting with colleagues
- Approaching supervisors for assistance
- Interacting with supervisors
- Understanding the state/system/school's evaluation process

Teaching Tips

- Motivating students
- Asking questions effectively

Using reinforcement processes
Pacing lessons

Observation of Teaching and Constructive Criticism
Observing model lessons
Presenting model lessons for the novice
Holding regular conferences to discuss progress

Classroom Management
Establishing routines
Disciplining students
Providing for safety in the classroom

Organizing the Classroom
Setting up the classroom
Preparing bulletin board displays

Student Performance and Evaluation
Listing observable student performance
Specifying criteria for student performance
Assessing student work regularly
Recording student performance regularly
Identifying individual academic needs
Interpreting test data
Using test data
Referring students for support services
Obtaining information on student background
Contacting parents
Initiating special education referrals

Classroom activities
Establishing small group instruction
Working with small groups
Working with reading groups
Individualizing instruction

Completing Paperwork & Clerical Procedures

Keeping records

Preparing referral documents

(It should be stressed that the interns in the program sponsored by the City University of New York felt that the assistance provided by the mentors that had the greatest impact was offering moral support and encouragement. Thus, while mentors can provide valuable technical assistance, in reality the establishment of a supportive relationship may may ultimately aid the novice teacher most.)

Strategies for Interaction

Getting to Know Each Other

We have stressed the importance of a personal relationship that fosters confidence, trust, and mutual respect and collaboration. Moreover, we have indicated that this kind of relationship is completely dependent on the personalities of the two individuals involved, the mentor and the novice teacher. Clearly, the first objective of the mentor is to allow for the formation of this kind of relationship and the first meeting needs to reduce tensions and uncertainties concerning the relationship on the part of both parties.

Though the creation of such a relationship is ultimately the responsibility of both partners, as the senior experienced member of the team the mentor has the opportunity to set the stage. It is important that the first meeting set forth the general assumptions concerning the relationship given in the first part of this handbook. It is also important that the working relationship between mentor and novice teacher *in this particular teams* be discussed, and some overall agreements concerning the initial collaboration be reached. In other words, the first meeting must encourage trust and mutual respect, and the partners should leave with an understanding of how

the mentor can best respond to the concerns the novice teacher has *at that time.*

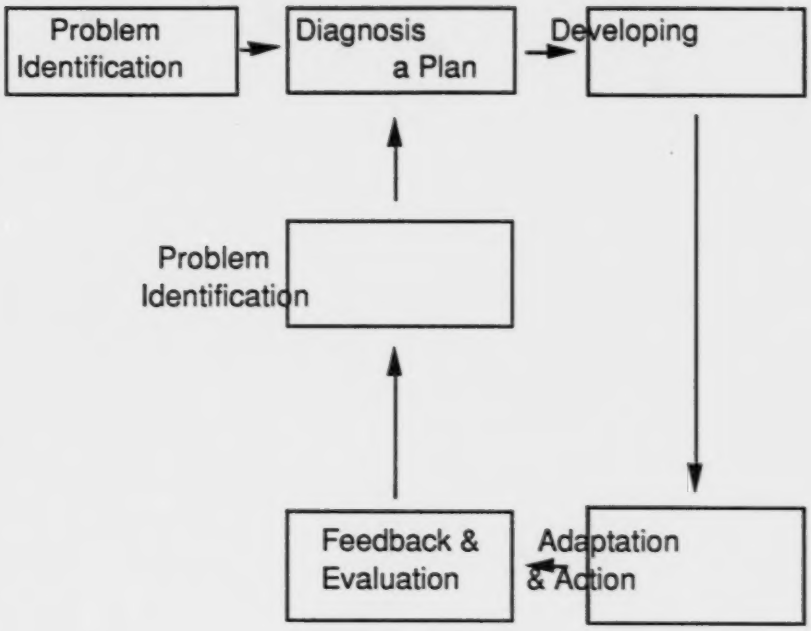
Creating a Work Plan

After several sessions of talk and observation, the mentor and novice teacher may be ready to develop a more concrete work plan. The purpose of the work plan is to focus the mentoring process on one or several specific goals. The mentor and novice teacher will discuss a small number of specific problem areas on which they agree to work over the next month, semester, or even the year. Any of the topics described in the list of mentor activities in the previous section are suitable as focus areas for the work plan. After the mentor and novice teacher have diagnosed the problem area, they develop a plan to overcome the problems. They agree on problem-solving strategies which the novice teacher will put into action while the mentor offers feedback and assessment. New issues will, of course, arise continuously during the implementation of the work plan, and the processes of developing new or modified problem-solving strategies will continue to be employed. (See Figure 1 for a diagrammatic representation of the problem-solving process.)

While the long-term goal of the mentoring process is the solving of a small number of specific problem areas outlined in the work plan,
other situations will arise that may need the immediate attention of the mentor-novice teacher pair. Some may be major and be included as problem areas in the work plan to be addressed over a longer time;

Figure 1

PHASES IN THE PROBLEM SOLVING PROCESS



1.Identify and describe a problem as fully as possible.
2. Determine goals for changing the problem.
3. Choose resources and options.
4. Plan an action
5. Implement the plan.
6. Evaluate the results.
7. Start again.

(After Milton J. Gold, Passing the Torch)

others may need quick, immediate response by the pair and be resolved after short consultation or two.

The mentor-novice teacher team may find it desirable to put the problem area(s) and problem-solving strategies they have developed in writing as a means of maintaining clarity of goals and of refreshing memory over the period that they are working on the problem area. Some mentoring teams, however, feel that putting the problem areas in writing is too formal and confining. Each team must decide for itself which strategies (including the recording of their collaboration) will be most beneficial to the novice teacher and contribute to the feelings of trust, mutual respect, *and effectiveness* of the team. Focussing or structuring the mentoring process in some way is usually necessary and is clearly superior to having no plan of action because it forces both the novice teacher and the mentor to identify problem areas and to concentrate their energies on solutions to those areas. Diffuse "help" by the mentor normally does not normally identify and respond to the issues that most concern the novice teacher, and consequently fails to provide the greatest and most efficient assistance and support.

Identifying Problem Areas

What is the best method for identifying the problem areas in which to offer assistance and constructive criticism? In many instances, a problem will arise spontaneously. The novice teacher is concerned about some procedure, some part of teaching that has not gone well, some strategy for initiating or executing a lesson, a series of lessons, or a unit. An impromptu conference between the novice teacher and the mentor follows in which the mentor offers advice, or it may lead to an observation on the part of the mentor followed by suggestions for addressing the concern. The problem may be resolved almost as quickly as it arose. However, to keep the mentoring process focussed, it is best to plan strategies for assisting the novice teacher whenever possible.

The following is an interaction strategy developed by the University of Texas as Austin. It involves a conference before the

mentor observes the novice teacher's classroom, a period of preparation for a follow-up conference, and a follow-up conference.

Conference Before Observation

The mentor and the novice teacher hold a short (five to ten minute) conference to determine the focus of the observation. Limiting foci to two or three areas will make observation and the follow-up conference more manageable. The focus of the observation may be those problems outlined in the work plan, but it may also be an area that is of immediate concern to the novice teacher.

The mentor may begin the conference by asking the novice teacher is s/he would like the mentor to concentrate on any specific areas. The mentor should focus the intern's thinking by asking questions such as: What are your plans for this lesson? What do you want students to learn? Do you anticipate problems with this lesson? This brief conference before observation will be useful for discovering what kinds of feedback the novice teacher will find most helpful, and what areas of the lesson s/he believes will present the greatest challenge.

Observation

The mentor may wish to make rough notes, including an outline of the class' activities during the class, a time schedule, specific comments by students, and any observed problems. These notes are only to remind the mentor what happened during the lesson, and are not necessarily to be viewed by the novice teacher.

Preparation for the Follow-Up Conference

Novice teachers and mentor have reported that the follow-up conference is most effective if it is held on the same day as the observation so that details are not forgotten. However, they have

stressed the importance of a period of preparation for the conference to give both members of the team an opportunity to collect their thoughts. During this time, the mentor organizes her or his notes. The novice teacher also writes her or his impressions of the lesson and lists areas to be discussed. Both parties should remember that certain areas of concern were identified in the conference before the observation, and that those are the major concern of the follow-up conference.

Follow-Up Conference

It may be most useful to begin the follow-up conference by asking the novice teacher to describe his or her impressions of the lesson. This usually provides an opportunity for the mentor to offer praise and encouragement, and generally set a positive tone for the conference. The mentor may then present his or her outlined notes, which should include positive feedback as well as observations of problem areas that remain. The conference should end with a short discussion of the next steps the intern should take in solving the problems that were highlighted in the conference.

(An example of organized notes made by a mentor who had observed an novice teacher's classroom and a transcript of the actual follow-up conference are given in the Appendix. Note that the mentor affirms the novice teacher's actions several times in both of the cases shown.)

What Are the Needs of Novice Teachers ?

The mentor-novice teacher relationship is a personal as well as a professional relationship. The mentor will best help the novice teacher by listening carefully to the novice teacher's needs and acting sensitively and supportively. Since every relationship will be different, it is impossible to outline the exact needs of any particular novice teacher; however, novice teachers and interns who

have participated in similar programs often have expressed certain concerns, needs, and desires. The following advice for mentors is based on qualities they have identified as most helpful.

• *Be easy to contact.* Be sure to let the novice teacher know when you will be there. Keep your appointments whenever possible. Give the novice teacher a phone number and specific times when you can be reached.

• *Attempt to meet as early as possible in the year.* The first days and weeks of teaching are likely to be the most stressfull for the novice teacher. The mentor can provide valuable information and support.

• *Novices respond best to mentors who do not hover constantly.* They need help but they also need time for independence when they achieve their triumphs and make their mistakes in anonymity. Be available and easy to contact when you are needed but find a middle ground between too much and too little help.

• *Allow the novice teacher to develop his or her own style.*

• *Remember to assist, not to judge; to assess not to evaluate.*

• *Treat the novice teacher as a colleague, not a student teacher.*

• *Be alert to common problem areas.* Interns and novice teachers from a number of programs have reported that they would have liked more help with

teaching ideas, methods
getting along with administrators
use of machines
locating materials
record keeping

NOTES

1. Milton J. Gold and Bernadette Pepin. Passing the Torch: Retired Teachers and Mentors for New Teachers. New York: Center for Advanced Study in Education, City University of New York, 1987. p. 3.

2. C. Galvez-Hjornevik. Teacher Mentors: A Review of the Literature with a Focus on Teaching. Austin: Research and Development Center for Teacher Education. University of Texas at Austin, 1985. p. 7.

3. Gold, p. 4.

BIBLIOGRAPHY

Etheridge, Carol Plata. Lessons Learned: Establishing Mentoring Roles in Two Teacher Preparation-Induction Programs. Student Perspectives about What Works. Paper presented at the Annual Meeting of the Association of Teacher Educators. Houston, Texas, February, 1987.

Galvez-Hjornevik, C. Teacher Mentors: A Review of the Literature with a Focus on Teaching. Austin: Research and Development Center for Teacher Education. University of Texas at Austin, 1985.

Gold, Milton J. and Pepin, Bernadette. Passing the Torch: Retired Teachers as Mentors for New Teachers. New York: Center for Advanced Study in Education. City University of New York, 1987.

Smith, John J. and Huling-Austin, Leslie. Professional Development: Experienced Teachers Assisting First Year Teachers. Austin: Research

and Development Center for Teacher Education. University of Texas at Austin, 1985.

Teacher Mentoring. Office of Education Research and Improvement. Washington, D. C., 1986.

Toward Excellence in Teaching. Intern Mentor Program. Washington, D. C.: District of Columbia Public Schools, November 1985.

Wagner, Laura A. "Ambiguities and Possibilities in California's Mentor Teacher Program." Educational Leadership, November, 1985.

PROGRAM of STUDIES

The INTEGRATED B.A.-M.A.T. PROGRAM is open to students in any liberal arts college who are thinking about becoming teachers. It begins in the summer between the junior and senior years with the unique EXPLORE TEACHING program at Tufts University. Students continue to explore teaching during the senior year as they complete the requirements for the Bachelor of Arts (or if applicable, the Bachelor of Science) degree in their home colleges. In the year after graduation, they return to Tufts University to complete the discipline-oriented Master of Arts in Teaching degree in the Graduate School of Arts and Sciences.

THE EXPLORE TEACHING SUMMER

The first unique feature of the program begins at the completion of the student's junior year with the EXPLORE TEACHING program in the Tufts University Summer Session, May 23-June 29, 1990 EXPLORE TEACHING FELLOWS enroll in two courses: Educational Psychology, and Internship and Seminar. Educational Psychology provides a theoretical foundation for education and teaching. In the Practicum, fellows spend 15-20 hours per week in a public secondary school observing and participating in the work of teachers. The seminar provides a format for interpreting their experiences. Graduate credit toward the degree of Master of Arts in Teaching and certification is granted for work completed during EXPLORE TEACHING.

THE SENIOR YEAR

After the EXPLORE TEACHING summer, students return to their undergraduate colleges for their senior year. In addition to completing the courses required for the B.A. (or B.S.) degree, they complete a project that investigates how their major discipline is taught in schools. The project is assigned by Tufts University and qualifies for academic credit toward the M.A.T.

GRADUATE STUDY

After receiving their undergraduate degrees, fellows return to Tufts University for studies in the Graduate School of Arts and Sciences to complete studies for the Master of Arts in Teaching degree during the academic year 1991-92. They prepare for teaching with practical and theoretical courses in Education: a course in the Foundations of Education (there are four choices) and the Student Teaching Term, a full semester devoted to student teaching coordinated with courses in the Principles of Secondary Education and methods and materials in their subject areas. They also enroll in graduate courses in their major subject. Normally, study in their subject area and the foundations course takes place in the Fall semester and the student teaching term in the Spring semester.

Students complete the entire program, which leads to certification in Massachusetts in May of 1992.

CERTIFICATION

Graduates will qualify for certification as teachers of middle or secondary schools in Massachusetts, and in those states that have joined the [illegible] certification compact.

BEST COPY AVAILABLE

PROGRAM COSTS

In order to attract highly qualified liberal arts students to teaching careers, the INTEGRATED B.A.-M.A.T. PROGRAM offers significant tuition subsidies:

- **three-fourth tuition scholarship for 1991-92**
- **one-half tuition scholarship for the summer of 1990**
- **additional scholarship and work study aid to those eligible**

EXPLORE TEACHING: SUMMER

Tuition (one-half regular cost)	$ 750
Summer school fee	$ 40
Net tuition	$ 790
Dorm room (optional)	$ 420

INTEGRATED B.A.-M.A.T. PROGRAM

*Tuition (three-fourths of 1990-91 rate)	$ 3,876

* Tuition costs for 1991-92 may be somewhat higher.

FURTHER INFORMATION & APPLICATION FORMS

For further information and application forms, contact the co-directors of the project:

Dorice J. G. Wright
Tufts University
Department of Education
Lincoln Filene Center
Medford, MA 02155
(617) 381-3244

or

Jane B. Rutkoff
Kenyon College
5 STEP Program
Acland House
Gambier, OH 43022
(614) 427-5597

WHAT IS EXPLORE TEACHING?

- an opportunity to experience the work of teachers during the TUFTS UNIVERSITY Summer Session.
- a career exploration for liberal arts students who have no previous experience with course work in Education.
- a practicum in a school integrated with a seminar, and a course in Educational Psychology.
- credit for two courses toward the Master of Arts in Teaching degree.
- the first component of the INTEGRATED B.A.-M.A.T. PROGRAM.

WHO SHOULD EXPLORE TEACHING?

- college juniors in any liberal arts college with concentrations in subjects normally taught in middle and secondary schools: Classics and Latin; English; Foreign Languages; History or Social Sciences; Mathematics; or one of the Sciences - Biology, Chemistry, Geology, or Physics.

WHY EXPLORE TEACHING?

- to respond to the demand for teachers with strong liberal arts backgrounds.
- to encourage liberal arts students to become certified for teaching and earn a Master of Arts in Teaching degree in the discipline-oriented INTEGRATED B.A.-M.A.T. PROGRAM.

The INTEGRATED B.A.-M.A.T. PROGRAM

To meet the demands for teachers educated in the liberal arts tradition, Tufts University has designed an INTEGRATED B.A.-M.A.T. PROGRAM that emphasizes study of the disciplines in teacher preparation. The program is available to students in any liberal arts college. It enables them to earn the degrees of Bachelor of Arts and Master of Arts in Teaching in five years. Developed in cooperation with Kenyon College, the INTEGRATED B.A.-M.A.T. PROGRAM draws on Kenyon's nationally recognized 5-STEP Program and Tufts University Graduate School of Arts and Sciences' long experience with the preparation of secondary school teachers.

The first four years are devoted to study of the liberal arts and a concentration in a teaching field, with a unique introduction to the study of education in the summer between the junior and senior years. This introductory study is the first step toward fulfilling the requirements of the M.A.T. degree.

In the Fall after graduation from their undergraduate institutions, students resume studies toward the M.A.T. degree with graduate courses in their academic specialty and education courses to fulfill state certification requirements.

The INTEGRATED B.A.-M.A.T. PROGRAM is supported, in part, by a grant from the Fund for the Improvement of Postsecondary Education of the U.S. Department of Education.

BEST COPY AVAILABLE

COLLEGE JUNIORS

are invited to

EXPLORE TEACHING

May 23 - June 29, 1990

TUFTS UNIVERSITY
Medford, MA

The INTEGRATED B.A.-M.A.T. PROGRAM leading to certification for teaching.

Appendix I

WHAT IS EXPLORE TEACHING?

- an opportunity to experience the work of teachers during the TUFTS UNIVERSITY Summer Session.
- a career exploration for liberal arts students who have no previous experience with course work in Education.
- a practicum in a school integrated with a seminar, and a course in Educational Psychology.
- credit for two courses toward the Master of Arts in Teaching degree.
- the first component of the INTEGRATED B.A.-M.A.T. PROGRAM.

WHO SHOULD EXPLORE TEACHING?

- college juniors in any liberal arts college with concentrations in subjects normally taught in middle and secondary schools: Classics and Latin; English; Foreign Languages; History or Social Sciences; Mathematics; or one of the Sciences - Biology, Chemistry, Geology, or Physics.

WHY EXPLORE TEACHING?

- to respond to the demand for teachers with strong liberal arts backgrounds.
- to encourage liberal arts students to become certified for teaching and earn a Master of Arts in Teaching degree in the discipline-oriented INTEGRATED B.A.-M.A.T. PROGRAM.

The INTEGRATED B.A.-M.A.T. PROGRAM

To meet the demands for teachers educated in the liberal arts tradition, Tufts University has designed an INTEGRATED B.A.-M.A.T. PROGRAM that emphasizes study of the disciplines in teacher preparation. The program is available to students in any liberal arts college. It enables them to earn the degrees of Bachelor of Arts and Master of Arts in Teaching in five years. Developed in cooperation with Kenyon College, the INTEGRATED B.A.-M.A.T. PROGRAM draws on Kenyon's nationally recognized 5-STEP Program and Tufts University Graduate School of Arts and Sciences' long experience with the preparation of secondary school teachers.

The first four years are devoted to study of the liberal arts and a concentration in a teaching field, with a unique introduction to the study of education in the summer between the junior and senior years. Graduate study continues with a second summer of course work in preparation for a paid internship in a school. The internship is distinctive in offering each candidate support and counsel from a master teacher. It also completes the requirements for certification. Graduate courses in the candidate's academic field complete the requirements of the M.A.T. degree.

The INTEGRATED B.A.-M.A.T. PROGRAM is supported, in part, by a grant from the Fund for the Improvement of Postsecondary Education of the U.S. Department of Education.

BEST COPY AVAILABLE

COLLEGE JUNIORS

are invited to

EXPLORE TEACHING

May 23 - June 30, 1989

TUFTS UNIVERSITY
Medford, MA

The INTEGRATED B.A.-M.A.T. PROGRAM leading to certification for teaching.

PROGRAM of STUDIES

The INTEGRATED B.A.-M.A.T. PROGRAM is open to students in any liberal arts college who are thinking about becoming teachers. It begins in the summer between the junior and senior years with the unique EXPLORE TEACHING program at Tufts University. Students continue to explore teaching during the senior year as they complete the requirements for the Bachelor of Arts (or if applicable, the Bachelor of Science) degree in their home colleges. In the year after graduation, they return to Tufts University to complete the discipline-oriented Master of Arts in Teaching degree in the Graduate School of Arts and Sciences.

THE EXPLORE TEACHING SUMMER

The first unique feature of the program begins at the completion of the student's junior year with the EXPLORE TEACHING program in the Tufts University Summer Session, May 23-June 30, 1989. EXPLORE TEACHING FELLOWS enroll in two courses: Educational Psychology, and School Practicum and Seminar. Educational Psychology provides a theoretical foundation for education and teaching. In the Practicum, fellows spend 15-20 hours per week in a public secondary school observing and participating in the work of teachers. The seminar provides a format for interpreting their experiences. Graduate credit toward the degree of Master of Arts in Teaching and certification is granted for work completed during EXPLORE TEACHING.

THE SENIOR YEAR

After the EXPLORE TEACHING summer, students return to their undergraduate colleges for their senior year. In addition to completing the courses required for the B.A. (or B.S.) degree, they complete a project that investigates how their major discipline is taught in schools. The project is assigned by Tufts University and qualifies for academic credit toward the M.A.T.

GRADUATE STUDY

After receiving their undergraduate degrees, fellows return to Tufts University for studies in the Graduate School of Arts and Sciences. In the summer of 1990, they continue preparation for teaching with practical and theoretical courses in Education. They also enroll in a graduate course in their major subject.

In the fall semester of 1990, students begin a paid internship in a public school to complete the requirements for certification. They also enroll in graduate courses in their academic subject to complete the requirements for the Master of Arts in Teaching degree.

PROGRAM COSTS

In order to attract highly qualified liberal arts students to teaching careers, the INTEGRATED B.A.-M.A.T. PROGRAM offers significant tuition subsidies:

one-half tuition scholarships

Internship earnings of $6,000 or more

additional scholarship and work-study aid to those eligible

Tuition grants and internship earnings in most cases will be sufficient to cover all tuition and fees for the Master of Arts in Teaching.

EXPLORE TEACHING: SUMMER

*Tuition (one-half regular cost)	$ 625
Summer school fee	$ 40
Net tuition	$ 665
Dorm room (optional)	$ 300
Meal Plan (optional)	$ 275

INTEGRATED B.A.-M.A.T. PROGRAM

*Tuition (one-half 1988-89 rate)	$ 6,400
less EXPLORE TEACHING tuition	- 625
Net tuition (1988-89 rate)	$ 5,725

*Tufts University supports the program with one-half tuition scholarships. 1989-90 tuition and fees may be somewhat higher.

CERTIFICATION

Graduates will qualify for certification as teachers of middle or secondary schools in Massachusetts, and in those states that have joined the interstate certification compact.

FURTHER INFORMATION & APPLICATION FORMS

For further information and application forms, contact the co-directors of the project:

Dorice J. G. Wright
Department of Education
Lincoln Filene Center
Tufts University
Medford, MA 02155
(617) 381-3244

or

Jane B. Rutkoff
Kenyon College
5-STEP Program
Acland House
Gambier, OH 43022
(614) 427-5597

BEST COPY AVAILABLE